



Archdiocese of Canberra and Goulburn
CATHOLIC EDUCATION OFFICE

ST MICHAEL'S PRIMARY SCHOOL

Kaleen, ACT

2012 ANNUAL REPORT



SCHOOL CONTACT INFORMATION

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PRINCIPAL

MESSAGE FROM OUR SCHOOL COMMUNITY

Principal's Message

In 2012 we celebrated the 30th Anniversary of quality education at St Michael's. This occasion was celebrated throughout the year, culminating in a week of events leading up to the feast of St Michael. The participation and involvement of many past staff, parents and students and our current community members was a wonderful acknowledgement of the connection they feel to our school. The 'rainbow' was restored at St Michael's in the form of a magnificent mosaic mural - now a welcoming sign of harmony for all those who visit. A successful year of continued growth and development.

School Board/Council Message

Four new members were elected to the School Community Council for this year; ready to assist the Principal and staff in the ongoing development and improvement of the school. For the 30th Anniversary celebrations, the Council presented the school with a beautiful painting, 'The Angel of the Future'; in keeping with our patron, St Michael the Archangel, but acknowledging the changes the future brings for our children. The work of developing and strengthening the effective partnership that exists between home, school and parish continues, with a focus that is inclusive of all and community centred.

SCHOOL FEATURES

St Michael's is a Catholic Primary School located in Kaleen. The school caters for students in Kindergarten - Year 6, and has a current enrolment of 221 students.

Students attending this school come from a variety of backgrounds and nationalities consisting of 45% male and 55% female students; 3% indigenous students; and 7% Language Background other than English (LBOTE).

The school employs 22 staff comprising 15 teachers and 7 non-teaching staff, the latter being employed in a variety of capacities including administration, learning support, ICT support, canteen and maintenance support.

St Michael's School Community encourages families to be involved by providing many varied opportunities. Through the School Community Council, interest groups are formed to allow parents and carers to share their skills and contribute in areas of interest to them. This involvement in many aspects of the school strengthens the partnership between home and school, while providing strategic support for the school. Both fundraising and social events are organised to build the school and parish community relationships. Family members are also welcomed into the classrooms and onto the sporting fields, sharing their expertise and providing support for teachers and students. This year the celebration of 30th Anniversary of the school provided a unique sharing of memories and involvement of the wider community in the life of our school.

St Michael's learning and teaching is further enriched through opportunities such as relevant camp and incursion/excursion experiences; involvement in ICAS competitions across various subject areas; and school-based support and extension programs tailored to individual needs.

The school's website can be found at www.stmichaelsps.act.edu.au

RELIGIOUS EDUCATION

St Michael's follows the Archdiocesan Religious Education Curriculum, *Treasures New and Old*.

Our motto to 'Live in Harmony' is the guiding principle underpinning all aspects of daily life at St Michael's. The school uses a timetabled 'Whole School Prayer Time' to foster personal and community spirituality, focussing on the development and reinforcement of Catholic values in the lives of the children. We are fortunate to have the Parish Church adjacent to the school and classes have the opportunity to join with the Parishioners in the celebration of the weekday Mass.

The school works closely with St Michael's Parish Priest/Administrator and the wider parish community for the celebration of the Sacraments of Reconciliation, Eucharist and Confirmation. Instruction is provided at the school and supported by the families, and the parish community. A Family Group program now directly involves families in the preparation for the sacraments of Reconciliation and Eucharist. This initiative will be extended to Confirmation in the near future. At St Michael's we are a people of harmony, a place of challenge.

STUDENT ACHIEVEMENT - NAPLAN

Students in Years 3 and 5 sat the *National Assessment Program - Literacy and Numeracy* (NAPLAN) in May this year. NAPLAN assessment results provide valuable information about student achievements in Literacy and Numeracy. An analysis of these results assists school planning and is used to support teaching and learning programs.

School and National Mean Scale Scores

YEAR 3	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
National	419	415	414	424	395
School	413	426	413	423	373

YEAR 5	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
National	493	476	494	490	488
School	527	503	509	537	495

Proportion of students at or above the National Minimum Standard

YEAR 3	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
National	94%	95%	94%	93%	94%
School	100%	100%	97%	97%	97%

YEAR 5	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
National	92%	92%	93%	90%	93%
School	97%	97%	97%	97%	97%

Proportion of students in each Achievement Band

YEAR 3	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Band 6	23.3%	13.3%	26.7%	16.7%	10%
Band 5	13.3%	40%	13.3%	30%	10%
Band 4	33.3%	26.7%	23.3%	30%	36.7%
Band 3	20%	10%	16.7%	10%	23.3%
Band 2	10%	10%	16.7%	10%	16.7%
Band 1	0%	0%	3.3%	3.3%	3.3%

YEAR 5	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Band 8	17.9%	10.7%	17.9%	32.1%	13.8%
Band 7	39.3%	21.4%	17.9%	10.7%	13.8%
Band 6	7.1%	17.9%	25%	25%	31%
Band 5	21.4%	46.4%	28.6%	17.9%	27.6%
Band 4	14.3%	3.6%	10.7%	14.3%	10.3%
Band 3	0%	0%	0%	0%	3.4%

The above tables show a very pleasing result across all areas in Year Five, with good representation in the top bands in both Years Three and Five in most areas. The particular focus on Writing is evident in the results for this area. Detailed analysis of NAPLAN results will continue to inform and guide the direction for future programs specifically designed to move students forward from the bottom two bands and ensure continued growth for those in the higher bands. The high percentage of students achieving minimum standards, compared to National figures, is testament to the impact

of a focus on specific strategies being consistent across the school, both in the classroom and through a Home Reading Program. The success achieved through the focus on Literacy National Partnership in recent years will continue to guide the implementation of the Numeracy focus across the school.

SCHOOL POLICIES

Enrolment Policy

In enrolling students we are directed by the Archdiocesan Enrolment Policy which can be found on the Annual Report page of the school's website or on the Catholic Education Office website at <http://www.ceocg.catholic.edu.au/parents/Pages/GeneralPolicies.aspx>

St Michael's enrolment policy is consistent with the guidelines outlined in the abovementioned CEO policy. A copy of the school-based policy is available on the school website or on request from the school office.

Attendance Policy

The roll will be marked twice each day, for the morning and afternoon sessions, and any unexplained absences will be followed up by contacting parents. If there are concerns about patterns of absence or long unexplained periods of absence the teacher will inform the Principal who will contact the family.

If attendance becomes a challenge for a student or family, teachers are committed to working closely with appropriate individuals, parents and community organisations having regard for social, cultural and religious factors associated with indigenous students, students from culturally and linguistically diverse backgrounds and socially disadvantaged students.

When school procedures are not successful, the Principal writes to parents, requesting that they and the student meet with an authorised person for the purposes of working together to resolve issues that may be hindering the child's regular attendance. Parents must comply with this written request. The role of the authorised person will vary in each case, depending on individual circumstances. The Principal informs the Catholic Education Office of serious attendance issues.

Students who take extended leave during term time may be given substitute work. This is at the discretion of the teacher after discussion with parents. Parents are also advised of school events, including assessment, which will be missed during such leave.

Behaviour

St Michael's policy is child-centred and based on the adoption of a positive and preventative approach to student welfare and behaviour management. The rights and responsibilities of individuals are incorporated into the school rules. Students are encouraged to accept the consequences of their actions out of mutual concern. The implementation of the School Wide Positive Behaviour Support program has placed an emphasis on the rewarding of appropriate behaviour, and of creating a culture of responsibility for one's own behaviour choices. This is based on striving to be safe; be responsible; be respectful and to be a learner.

Corporal punishment is expressly prohibited in this school. In addition we do not sanction the administering of corporal punishment by non-school persons to enforce discipline at our school.

The full text of the school's Student Welfare and Behaviour Management policy is available on the school website or from the Front Office.

Complaints and Grievances Resolution Policy

The school policy is based on procedural fairness and recognises that parents and caregivers must have access to processes that allow them to resolve concerns in a supportive and conciliatory environment. Any concerns raised are responded to promptly and fairly and confidentiality is always maintained. A full text of the school policy is available on the school website or from the Front Office.

PROFESSIONAL LEARNING AND TEACHER QUALIFICATIONS

Professional Learning

All teachers have been involved in professional development activities during the year. These activities are designed to develop the skills and understandings of staff to improve student outcomes. Professional development can take many forms including whole staff days, subject specific inservices, meetings and conferences.

The school held four whole staff days in 2012. The content of these days was as follows: Day 1 – Australian Curriculum History; Day 2 – 'Positive Partnerships' (first day – 6 hours); Day 3 - RE Accreditation 'A' – Faith, Story, Witness; Day 4 – Literacy and Numeracy blocks. Throughout the year the staff participated in professional development staff meetings which included personal Spirituality development; Internal School Review processes; the completion of the 'Positive Partnerships' training; complemented the work done with the History curriculum by further investigation of the 'backwards by design' programming model; the implementation of the ICT based resource 'Read and Write Gold'; an analysis of the SMART data from NAPLAN; a whole staff approach to the new Workplace Health and Safety requirements; and furthering the development of a school agreed practice to the Numeracy Block.

Teacher Qualifications

All fifteen teachers at St Michael's are qualified as required by the relevant State and Territory bodies.

TEACHER ATTENDANCE AND RETENTION

The average teacher attendance rate during 2012 was 96%.

The teacher retention rate from 2011 to 2012 was 80%. One teacher retired; one temporary teacher gained a permanent position in other Archdiocesan schools; and one temporary part-time teacher had left early in the year after gaining full-time employment outside our system.

STUDENT ATTENDANCE

The average student attendance for the school during 2012 was 95%.

School attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group

Kindergarten	94.8%
Year 1	92.8%

Year 2	94.4%
Year 3	92.1%
Year 4	95.5%
Year 5	98.5%
Year 6	93.8%

PARENT, TEACHER AND STUDENT SATISFACTION

The opinions of parents, students and teachers were sought, covering a range of aspects including school effectiveness. Parents expressed total satisfaction with the opportunities created for them to participate in the school activities. Parent satisfaction with the overall education provided at St Michael's was extremely positive, expressing their confidence in the enthusiastic approach to the teaching and learning in the school and the caring staff. There was total agreement that St Michael's student management policy is fair and that the safety of the children is a priority.

The school's behaviour expectations were overwhelmingly acknowledged by the students. There was also a strong positive recognition of the caring environment provided through high achievement expectations and encouragement to increase individual standards. Student responses highlighted the need for ongoing inclusion of the students in an understanding of resourcing and maintenance within the school.

The Teachers responded positively towards the supportive environment provided at St Michael's fostering a sense of importance in the role of the Teacher. They also acknowledged their feeling of professionalism and their commitment to the school. There was total staff agreement that student responsibility is encouraged and the school student management processes are consistent, with learning as the key priority.

PRIORITIES AND TARGETS

The priorities outlined in our 2012 Management Plan were met with a high degree of success. The Professional Learning for all teaching staff in the implementation of Australian Curriculum History has contributed to the successful programming and teaching of this area of the curriculum. Our focus on the components of the Quality Teaching Framework will remain an overarching guide for programming and pedagogy in all areas.

Mathematics in the Australian Curriculum has been implemented across the school in 2012. The Numeracy Block has been a major focus, and evaluation of our processes will guide our plans in this area for 2013. Further Professional Learning for all staff in Numeracy education and Mathematics will take place throughout 2013. This will include the continuation of the development and refinement of agreed practices for Numeracy Blocks across the school.

Work continued on the development of a school-wide Spelling approach during 2012 and this is now complete. Embedding these strategies will continue to be a focus within Literacy programming for 2013. Analysis of the school's NAPLAN data will further inform the choice of strategies and focus areas. An ongoing emphasis on the inclusion of strategies requiring higher order thinking skills will provide specific opportunities for students to apply their knowledge and understanding in all areas.

2013 will provide the opportunity for staff to further evaluate and consolidate their understanding and implementation of the new Australian Curriculum in English, Science, Maths and History. Updating of the school curriculum documents will proceed in the light of the Australian Curriculum.

FINANCIAL INFORMATION

